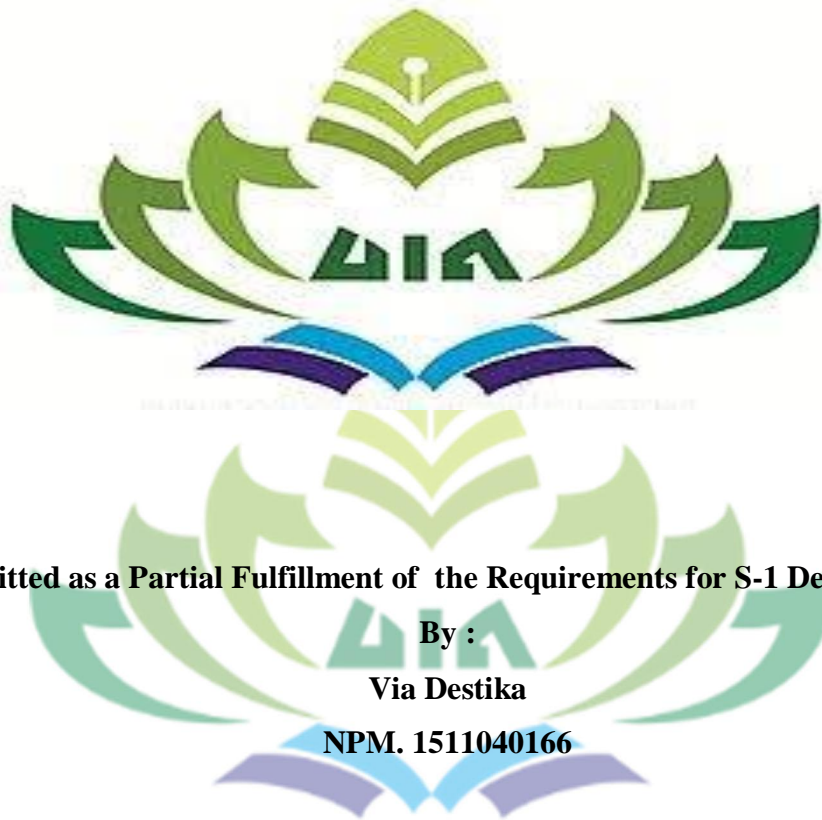


**THE INFLUENCE OF USING WALL CHARTS TOWARDS STUDENTS'
VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTS
MUHAMMADIYAH BANDAR LAMPUNG IN
THE ACADEMIC YEAR OF
2019/2020**



Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By :

Via Destika

NPM. 1511040166

Study Program

: English Education

Advisor

: Dr. Zulhanan M.A

Co – Advisor

: Rohmatillah M.Pd

**ENGLISH EDUCATION STUDY PROGRAM TARBIYAH AND
TEACHER TRAINING FACULTY STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG**

2020

ABSTRACT

The students' vocabulary mastery in Mts Muhammadiyah Bandarlampung is still limited. The objective of this research was to know whether there was an influence of using Wall Charts towards students' vocabulary mastery at the second semester of the Eighth grade of Mts Muhammadiyah Bandarlampung in the Academic year of 2019/2020.

The research methodology was quasi experimental design with the treatment held in three meetings for each class and it consisted of one meeting for pretest, three meetings for treatment and one meeting for posttest. In the experimental class the researcher applied Wall Charts as treatment and in control class the teacher applied Translation Technique. The population of this research was eighth grade students of Mts Muhammadiyah Bandarlampung. In collecting the data, the researcher used test. The researcher took the sample by using cluster random technique and the researcher determine that VIII U1 as the experimental class and VIII U2 as the control class. The researcher used instruments, pre-test and post-test. The instrument of this research was vocabulary test. After giving the post-test, the research analyzed the data by using SPSS to compute independent sample t-test.

After the researcher analyzed the data by using independent sample t-test, it was found that the result of Sig. (2-tailed) of the equal variance was $0.000 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was influence of using Wall Charts towards students' vocabulary mastery at the second semester of the eighth grade of Mts Muhammadiyah Bandarlampung in the Academic year of 2019/2020.

Key Word: Wall Charts, Experimental Design, Vocabulary

DECLARATION

I here by state that this thesis entitled: The Influence of Using Wall Charts towards Students' Vocabulary Mastery at the Second semester of the Eighth Grade of Mts Muhammadiyah Bandarlampung in the Academic Year of 2019/2020 is completely my own work.

I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandarlampung, Februari 24th 2020

Declared by ,

Via Destika

1511040166





**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Saratmin Sukarame, Bandar Lampung Telp. (0721) 703260

APPROVAL

**Title : THE INFLUENCE OF USING WALL CHARTS
TOWARDS STUDENTS VOCABULARY
MASTERY AT THE EIGHTH GRADE OF MTS
MUHAMMADIYAH BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2019/2020**

**Student's Name : VIA DESTIKA
Student's Number : 1511040166
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty**

APPROVED

**To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic University,
Raden Intan Lampung**

Advisor

**Dr. Zulhannan, M.A
NIP. 196709241996031001**

Co-Advisor

**Rohmatillah, M.Pd
NIP. 198105082007102001**

**The Chairperson
of English Education Study Program**

**Meisuri, M.Pd
NIP. 198005152003122004**



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

ADMISSION

A thesis entitled: **"THE INFLUENCE OF WALL CHARTS TOWARDS STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTS MUHAMMADIYAH BANDAR LAMPUNG IN ACADEMIC YEAR OF 2019/2020"**, by: **VIA DESTIKA, NPM: 1511040166**, Study Program: **English Education**, was tested and defended in the examination session held on **Thursday, April 30th 2020**.

Board of Examiners:

The Moderator

: Dr. M. Muhassin, M.Hum

(.....)

The Secretary

: Dian Reftyawati, M.Pd

(.....)

The Primary Examiner

: Fithrah Auliya Anshar, M.Hum

(.....)

The Second Co-Examiner : Rohmatillah, M.Pd

(.....)

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 196408281988032002

MOTTO

فَإِذَا فَرَغْتَ فَانصَبْ

Meaning : If you have done your work, it is better to finish your other works soon.¹



¹ (QS. Ash-Sharh : 7)

DEDICATION

Praise and gratitude to Allah Almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

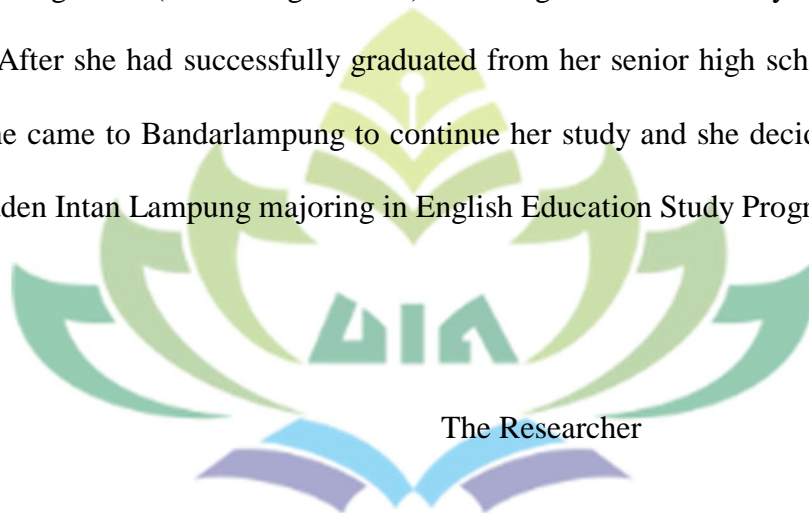
1. Allah SWT who always loves and keeps me everywhere and every time.
2. The greatest inspiration in my life, my beloved father and mother Mr.Ardabili and Mrs.Sakdiyah for their endless love, support, patience, and guidance. May Allah Almighty pour love and devotion back within His never ending.
3. My beloved brothers, Heru Tofa Fernandes who have helped me to finish yhis thesis.
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5. My lovely brother- in-law and sister-in-law, M.Dhani Mukhtar and Weni Agismita who always support me. And my beloved nephew, Ghaziya Salsabiluna, Gavin Alvaro Mukhtar and Almalual Banun.
6. My beloved almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

The researcher name is Via Destika, She was born in Sukaratu on November 12th, 1997. She is the third of three children of Mr. Ardabili and Mrs. Sakdiyah. She has one brother's name is Heru Tofa Fernandes and one sister's name is Rika Dartiara.

The researcher graduated from SD Negeri 3 Pagelaran (Elementary School) in 2009, and then she continued her school to SMP Negeri 1 Pagelaran (Junior High School) and graduated in 2012, and she continued her study in SMA Negeri 1 Pagelaran (Senior High school) and she graduated her study in 2015.

After she had successfully graduated from her senior high school, then in 2015 she came to Bandarlampung to continue her study and she decided to enter UIN Raden Intan Lampung majoring in English Education Study Program.



The Researcher

Via Destika

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This thesis entitled “The Influence of Using Wall Charts towards Students’ Vocabulary Mastery at the Eighth Grade of Mts Bandarlampung at second Semester in the Academic Year of 2019/2020” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandarlampung, 2020

The Researcher

Via Destika

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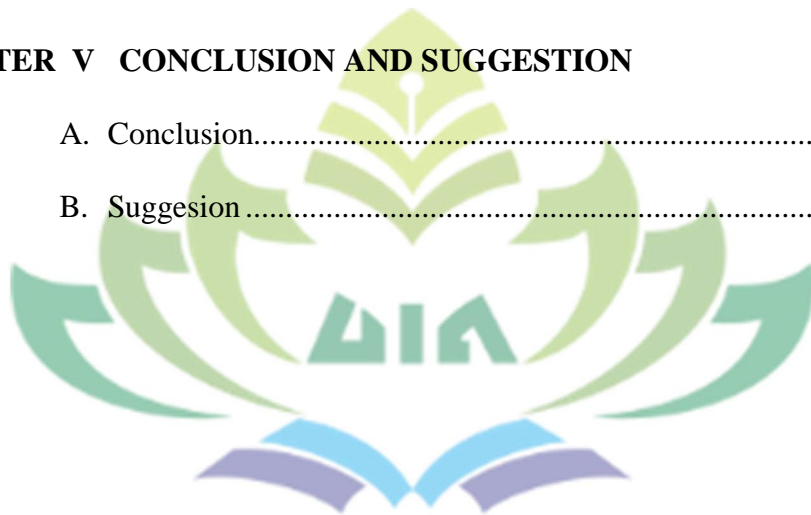
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CHAPTER I

INTRODUCTION

A. Background of Problem

Vocabulary is knowledge of words and words meaning in both oral and print forms which are used in listening, speaking, reading, and writing.² That means, vocabulary is words that have meaning, high element in English teaching and collecting of words can form a sentence. It can result a conversation between one people with other people. So, it can be said that vocabulary is one component in language. And then, vocabulary is one of the important component to study English. Student can dominate skill of English or the other element of English after they success in vocabulary. It is one of English components that must be taught to the learners, because vocabulary is foundation of language. So, when students want to study English, the first action they must be learned vocabulary.

Mc Carthy said in his book, “No matter how well the student learns grammar, no matter how successfully the sounds L2 just cannot happen in any meaningful way.”³ So, the important of study English is vocabulary, because the first goals people to study English is to communicate. For communication, people must have a lot of vocabularies.

² Lehr, F., Osborn, J., and Hiebert, E.H. “*A focus on vocabulary*”, Honolulu HI: Pasific Resources for Education and Learning, 2004, p.1

³ Nobert Schmitt and Michael McCarthy, *Vocabulary : Description, Acquisition and Pedagogy*, (New York : Cambridge University Press), p.140

English vocabulary is an important role because without knowing the meaning and understanding about vocabulary, basic skill in English can not be used at all. Wilkins said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even though the students understand in grammar, they understand about structural of the English, they have a good memorization about formula of tense, but all abilities are nothing if they do not have English vocabulary. So, it likes when you eat food without you know how to cook it. It is same as you know the grammar but you do not have enough vocabulary, it will make you difficult to analyse and use it. As we know, the English vocabulary is used in all of skills, such as; speaking, reading, listening, and writing. To master these skills, the students have to know and to understand deeply about the vocabulary. And then, study English to make easy us to communication, because English is the international language an in the world has many language so English can easy to our communication, like the hadith narrated by Baihaqi from Jabir in the book "Az Zuhud", Rasulullah SAW said:

مكرمهم من سلم قوم لغة عرف من

"Whoever learns the language of a Nation, then he will survive from their deceit".

The hadith above has a meaning that studying the language is very important to anyone who learns and master a language then he will not be easy to be cheated or deceived by citizens of the nation.

Based on the research at MTs Muhammadiyah Bandarlampung on August 22th 2019, the researcher found that students of MTs Muhammadiyah Bandarlampung of the eighth class had limited vocabulary. It was found by

interviewing the teacher there, Sara Irawati, S.Pd as an English teacher in MTs Muhammadiyah Bandarlampung said that the students still have limited vocabulary, they were difficult to use and interpret vocabulary. So, they felt afraid to express their idea and opinion. There are many causes of it such as the students were lazy to memorize new vocabulary and they are difficulties of word meaning and word use when they learning vocabulary.

The researcher gave questionnaire in all of classess namely 8U1, 8U2 8U3 and 8U Regular. The result of questionnaire showed that in 8U1 consist 34 students, there were 20 (64.5 %) students who assumed that vocabulary is important in English teaching, 28 (90.3%) students who said that they have difficulties of word meaning and word use in learning vocabulary, 20 (64.5%) students who said they were hard to remember vocabulary, and 19 (61.3%) students who said they were lazy to study vocabulary. The result of questionnaire in another class showed that in 8U2 was similar result. From 33 students, there were 25 (83.3%) students who assumed that vocabulary is important in English teaching, 33 (100%) students who said that they have difficulties of word meaning and word use in learning vocabulary, 28 (90.3 %) students who said they were hard to remember vocabulary, and 20 (64.5%) students who said they were lazy to study vocabulary. The result of questionnaire in 8U3 and 8U Regular were not different with 8U1 and 8U2. Beside, the result of students' vocabulary ability is shown by the scores. Below

the students' score in vocabulary which was gotten from an English teacher of MTs Muhammadiyah Bandarlampung.⁴

Table 1
The percentage of Students Exercise Score of Vocabulary at the Eighth Grade of MTs Muhammadiyah Bandarlampung in 2019/2020

No	Class	Score		Number of students
		≥ 74	≤ 74	
1	8U1	15	19	34
2	8U2	12	21	33
3	8U3	11	20	31
4	8REG	7	10	17
Total		45	70	115
Percentage		30%	70%	100%

Source : The data from Students Exercise Score of Vocabulary

Based on the table above, the research gave students exercise of vocabulary about noun and verb for measure the ability of students in Mts Muhammadiyah Bandarlampung especially eighth grade. And the result, it can be known that achievement from students in Mts Muhammadiyah Bandarlampung is still not optimal. It is only 30% of the students who can achieve the goal while 70% of them do not yet achieve the goal based on Criteria of Minimum Mastery (KKM) score in English used in Mts Muhammadiyah Bandarlampung. The KKM score in English is 74. The data shows that 70 students out of 115 students still get score under KKM. It means that the students have the problem in vocabulary mastery. So, the researcher tries to find the effective solution to enrich the students' vocabulary by using Wall Chart in the teaching learning process.

⁴ The data from Students Exercise Score of Vocabulary

One type of interesting techniques is Wall Charts. Wall Charts is pictures that teacher using for stimulating students' motivation to study. Haycraft states that wall chart is a large picture used for introducing new vocabulary placed next to the blackboard or on the board itself. Wall chart is also for practicing structure, drilling, elaborates dialogue (in social situation) and discussing.

Based on the previous research that was done by Septian Maharani focused on the improving vocabulary mastery using wall charts. Then Erlin Noviyanti Prihastuti focused on the effectiveness of wall charts to increasing students' writing mastery. And Sri focus to increasing of vocabulary by using wall charts. Based on the explanation above, the researcher wants to conduct a research about The influence of using wall charts towards students' vocabulary mastery at the second semester of the eighth grade MTs Muhammadiyah Bandarlampung in the Academic Year of 2019/2020.

B. Identification of problem

The researcher identifies the problems of this researcher as follow :

1. The students of the Eighth grade at MTs Muhammadiyah Bandarlampung who were still have difficulties and problems in mastering vocabulary, especially difficult to memorize vocabulary.
2. The students know the vocabulary but they do not understand of the meaning and use
3. The students had lack of vocabulary, because they were lazy and difficult to memorize it.

4. The teacher just ordered the students to memorize the vocabulary but the teacher only little explained about materials.
5. The last most of the students were not interested in learning the vocabulary because they were seldom to get stimulation and motivation from their teacher to study English, especially vocabulary.

C. Formulation of the Study

Derived from the background, identification, and limited of the problem above the researcher formulated the problem above, “Is there any influence of using ‘Wall Charts’ towards students vocabulary mastery at the second semester of the eighth grade MTs Muhammadiyah Bandarlampung ?”

D. Limitation of the problem

Based on the identification above the researcher focuses on the verb and noun, because the result from the steps in use the wall charts are noun and verb. For the topic of the verb, the researcher focuses on V_1 and for the noun, the researcher focuses on animals and things to know whether there is significant influence towards students’vocabulary mastery in the word meaning and word use of using wall charts.

E. Objective of the Study

The objective of this study is “To know whether there is an influence of using ‘Wall Charts’ towards students’ vocabulary mastery at the second semester of the eighth grade MTs Muhammadiyah Bandarlampung”.

F. Scope of the Research

The researcher limited this research as follows :

1. Subject of the research

The subject of this research was the students of eighth grade of MTs Muhammadiyah Bandarlampung.

2. Objects of the research

The object of this research was the students’ vocabulary mastery by using Wall Charts.

3. The place of the research

This research was conducted at MTs Muhammadiyah Bandarlampung

4. Time of the Research

This research was conducted in academic year of 2019/2020

CHAPTER II

REVIEW OF RELATED THEORY

A. Frame of Theory

1. Vocabulary

a. Definition of Vocabulary

Vocabulary has been broadly defined as knowledge of words and word meanings.⁵ Vocabulary is not a development skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime. A vocabulary serves a useful and fundamental tool for communication and acquiring knowledge. Mastering vocabulary is one of the largest challenges in learning a foreign language.

Nunan stated that a vocabulary is more than list of target language words. As a part of the language system, vocabulary intimately interrelated with grammar. In fact, it is possible to device the lexical system of most language into “grammatical word” such as preposition, articles and adverb and so on, and content words.⁶ So, the grammaticality of vocabulary also manifest itself in word morphology, that is, the grammatical particles that we attach to the beginning and ends of words in order to form new words.

According to Milton stated hat vocabulary is not an optional or unimportant part of a foreign language. Still less is it an aspect of knowledge

⁵ F. Leher, J. Osborn, and E.H. Hiebert. *A Focus on Vocabulary*. Honolulu, HI : Pasific Resources for Education and Learning, 2004.

⁶ D. Nunan, *Second Language Teaching and Learning* (Boston, Massachusetts: Heinle&Heinle, 1999), p.101.

that can be disposed of without much effect on the language being learned. Words are the building blocks of language and without them there is no language.

Based on all the definitions above, it can be inferred that vocabulary is knowledge of words that serve as a basic tool for communication and knowledge.

b. Type of Vocabulary

Vocabulary has some types that need to be learned. There are types of vocabulary that are explained by the expert. According to Thornbury, words fall into one of eight different word classes;⁷

- 1) Verb is a word which can be used with a subject to form the basis of a clause.
In clauses, verb often consist of an auxiliary verb + infinitive or participle.
Example: will cook. Most verbs refer to actions, events or states.
- 2) Nouns are most often the name of people or things. Personal names (e.g. John) and place names (e.g. Canada) are called proper nouns; they are usually used without articles.
- 3) Adjectives are used when we describe people, things, events, etc. Adjectives are used in connection with nouns and pronouns. Example: Orange, banana, apple.
- 4) Adverbs; a word like tomorrow, once, badly which is used to say. Example: when, why, or how something happens.
- 5) A pronoun is a word like it, yourself, their, which is used instead of a more precise noun or noun phrase (like the rabbit, john's self, the family's). the

⁷ A.S Hornby in A.M Zaenuri, Vocabulary I (Jakarta: UIN Jakarta Press,2000)p.3

word pronoun can also be used for a determiner when this includes the meaning of the following noun which has been left out. Example: I will take these.

- 6) Prepositions are word like on, off, of, into, normally followed by noun or pronoun.
- 7) Conjunction is a word like and, but although, because, when, if which, can be used to join clauses together. Example: I study when I have a task. The determiner is one of a group of words that begin noun phrases. Determiner includes a/an, the, my, this, each, either, several, more, both, all.

In conclusion, word clauses divided in eight kinds, such as verb, noun, adjective, adverb, pronoun, preposition, conjunction and determiner. In this research, the researcher will focus on verb and noun. The reason of researcher focuses on verb and noun as according to learning material syllabus English of the eighth grade at the second semester.

a. Concept of Noun

Swan says that noun is the name of a thing. Meanwhile, Frank stated everything that exists has a name, whether you can see it or not.⁸ It means that noun is related to the name of something like people, things, animal, and others. For example : Merry, cat, pencil, table and others.

From the statement above, the researcher concludes that noun is one of the most important part of speech that can be used name of people, animal, object,

⁸ Barbara dykes, grammar for everyone (Cambrewell: Acer press,2007),p.22

quality and abstract concepts. According to Frank, he also stated some nouns may belong to more than one of the types, they are:

1. Proper noun

Begins with a capital letter in writing. It includes personal names, name of geographic units such countries, cities, rivers, etc. Names of nationalities and regions, names holidays, example : (Mr. David John (name personal), Spanish (name of country) etc.

2. Concrete and Abstract Noun

A concrete noun is a word for a physical that can be perceived by the senses we can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept it is an idea that exists in our mind only (beauty, justice, mankind).

3. Countable and Uncountable Noun

A countable noun can usually be made plural by the addition of –s (one girl, two girls, one book, two books). An uncountable noun is not used in plural. There are words for concrete objects stated in a undivided quantity (iron, sugar, sand, soil).⁹

Based on the statement the concept of noun, noun is using to name life things, unlive things, and even abstract things. Noun also has type or kind, there are seven kinds of noun namely ; proper nouns, concrete nouns and abstract noun, countable and uncountable noun, collective noun and common noun. Proper noun is a specific noun that is created with capital letter in front of word. This noun is

⁹ Marcella frank, Modern English a Practical Reference Guide (new jersey; PrenticeHall,1972),p.6-7

presenting the specific things like name of people, place, day and institution. Meanwhile, concrete nouns are a noun that can be felt with sense. It can be seen, felt, listened, and smelt. Abstract nouns are reverse of concrete nouns. An abstract noun cannot be felt with human sense, it is like strength, weakness, and honesty. Countable nouns are noun that can be calculated. This noun is divided into two kinds, they are singular and plural. While, uncountable noun is a noun that cannot be calculated, it reverses of countable noun. All nouns can be further classified as proper of common. In this research the researcher only focuses on proper noun and countable and uncountable noun. It can be conclude that noun is one of the most important part of speech that can be used name of people, place, plant, object, animal, quality and abstract concepts, which has three types there are : Proper noun, Concrete and Abstract noun, and Countable and Uncountable noun.

b. Concept of Verb

Verb is the most complex part of speech. It is varying arrangements with nouns determine the different kind of sentences statements, question, commands, exclamations.¹⁰ According to Frank, types of verbs are predicting or linking verb, and transitive or intransitive verb.¹¹

a) Predicating or Linking Verb.

A predicating verb is the chief word in predicate that says something about subject. The predicating word has traditionally been called a verb of action, for example: babies cry, she wrote, I drive. Linking verb is a verb of incomplete

¹⁰Ibid, p. 47

¹¹ Ibid, p.48-49

prediction. Linking verb is also called copulative verb. The more common of linking verb are appear , be, become, get, look, remain, seem, feel, taste, smell, sound. For example : the news sounds interesting.

b) Transitive or intransitive verb.

A transitive verb takes a direct object. For example; He is reading a book. While an intransitive verb does not require an object. For example: the train arrived late last night. Describing an action, experience or state that it is own grammatical rule of the use in a sentence.

c. Aspect of Vocabulary

According to Harmer there are some aspects of vocabulary that should be taught or mastered by studnets in learning foreign language, they are as follows:¹²

a. Word Meaning

The least problematic issue of vocabulary, it would seem, is meaning. According to Harmer word meaning include:

1) Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the foot of the mountain.

2) Antonym

The term antonym is used for opposite meaning of word. For example: “Big” is an antonym of “Small”.

¹² Jeremy Harmer, The Practice of English Language Teaching, (London: Cambridge, 1998)p.18

3) Synonym

It means that two or more words have the same meaning. For example: the synonym of Beautiful is nice, see may serve as the synonym of look.

4) Hyponyms

It means items that serve as specific examples of a general concept. For example: the hyponyms of fruit are banana, apple, orange.

5) Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”.

b. Word Use

Harmer says, it is frequently stretched through the set of metaphor and idiom. We know that the word hiss for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (“Don’t move or you’re dead,” she hissed). That is metaphorical use. At the same time, we can talk about treacherous people as snakes (He’s real snake in the grass). Snake in the grass is a fixed phrase that has become an idiom, like countless other phrases such as “raining cats and dogs, my house is castle, etc”.

c. Word Formation

According to Harmer, students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is also connected with suffixes and prefixes (im-, or in) such as imperfect and perfect, inappropriate and appropriate, etc. Word form then means knowing how words are written and spoken form. The students need to know words are spelled and how they sound. For example, there is a clear relationship between the words death and dead, dying and die, etc.

d. Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Such as make a distinction between countable and uncountable noun. The former can be both singular and plural. We can say one chair or two chairs, etc.¹³

From all statements, it can be concluded there are some aspects of vocabulary: they are word meaning, word use, word combination, and word grammar. In this research the researcher will be focus on the word meaning and word use in the process teaching and learning.

¹³ Ibid, pp. 18-21

e. Concept of Vocabulary Mastery

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.¹⁴ It is supported by Thornbury, he states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.¹⁵ It can be concluded that vocabulary has big contribution for supporting the success of learning English and it is crucial component because it provides learners how well they speak, listen, read, and write. Vocabulary should be mastered in language learning especially in teaching and learning English as a Foreign Language, vocabulary can be presenting or explaining in all kinds activities.

According to Kridalaksana vocabulary represents. language component claiming all information about the meaning and word usage and vocabulary mastery of the speaker or writer of a language.¹⁶ It means that in teaching and learning English vocabulary is one of the most important things to mastered by students. According to Guskey, mastery is a term that all educators use and believe they understand well.¹⁷ It means that mastery is comprehensive knowledge which means an action shown the skill or activity of using and understanding vocabulary well.

From some definitions above, the researcher concludes that vocabulary mastery is the students ability to use words of language that they have learned in

¹⁴ Jack C. Richards, Curriculum development in language teaching (New York: Cambridge university press,2001),p.4

¹⁵ Scott Thornbury, how to teach vocabulary (Edinburgh: Pearson Education Limited Edinburgh Gate,2002),p.144-160

¹⁶ Harimurti Kridalaksana, Kamus Linguistik (Jakarta: PT. Gramedia Pustaka,2008), p.142

¹⁷ Thomas R. Guskey, Getting Students to Master. EL Journal, December 2013/ January 2014 Volume 71 Number 4, p.18, Accessed on February 26th 2018

certain situation which they have experienced in their live, it becomes one of the requirements for them to understand vocabulary well. The vocabulary mastery also know the types of vocabulary mastery, and understand with aspects such of vocabulary mastery as word meaning, word use, and word combination. In this research, the researcher focused on Verb and Noun.

f. Concept of Teaching Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language. Vocabulary is a central of English language acquisition. vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.¹⁸ According to Hornby, “Teaching” is defined as giving instruction to somebody’s knowledge, skill, etc.¹⁹ Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life. Harmer gives the wide explanation about some techniques for teaching vocabulary that is summarized as follows:²⁰

¹⁸ M. Celce-Murcia. *Teaching English as a Second or Foreign Language*, Boston: Heinle & Heinl, 2001. p, 285

¹⁹ Hornby. *Advance Learner’s Dictionary*. New York : Oxford University Press, 1995. p, 125

²⁰ Harmer J. *The practice of English Language Teaching : Longman , 2001. p, 155*

1) Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

2) Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

3) Discovery

The students can be encouraged to understand new language form by discovering them in a text or by looking for at grammatical evidence in order to work out grammar rule.

4) Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5) Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

2. Technique in Vocabulary Teaching

Brewster elaborates some techniques including; using objects or things, using drawings; using illustrations, pictures, photos, flashcards; using actions, mime expressions and gestures; pointing, touching, tasting, feeling and smelling

whatever possible; using technology.²¹ There are numerous techniques concerned with vocabulary presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If teachers want students to remember new vocabulary, it needs to be learnt in context, practiced, and then revised to prevent students from forgetting. Teachers must make sure students have understood the new words, which will be remembered better if introduced in a "memorable way".²² Bearing all this in mind, teachers have to remember to employ a variety of techniques for new vocabulary presentation and revision. Gairns and Redman suggest the following types of vocabulary presentation techniques:²³

1) Visual techniques.

These pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids. Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns. They are also helpful in conveying meanings of verbs and adjectives. They help students associate presented material in a meaningful way and incorporate it into their system of language values.

²¹ Brewster, J. 2003. The Primary English Teacher's Guide New Edition. London. Pearson Edisional Limited, p.83

²² Hubbard, P. et.al. 1983. A training course for TEFL. Oxford: Oxford University Press, p.50

²³ Gairns, R. et.al. 1986. Working with words: A Guide to Teaching and Learning Vocabulary. USA: Cambridge University Press, p.73

2) Verbal explanation.

This pertains to the use of illustrative situations, synonymy, opposites, scales, definition, and categories.

3) Use of dictionaries.

Using a dictionary is another technique of finding out meanings of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri, and the like.

Haycraft describes that there are many ways of presenting new vocabulary, they are: ²⁴

1) In context

The meaning of word can be deduced when the other words in the sentences are already known.

2) Create a context

Teaching the meaning of abstract words is by creating a context or situation from which the students can deduce the meaning.

3) Description or definition

Teacher can also describe and define objects.

4) Outside the classroom

Teacher can take the class out and introduce words for things seen on the street or in a window shop for example.

5) Objects

Teacher can use the real object or realia to teach vocabulary.

²⁴ Haycraft, J. 1978. *An Introduction to English Language Teaching*. Harlow: Longman, p.47

6) Drawing

Drawing can be more useful and effective than describing to teach the vocabulary.

7) Mime

This technique is useful for teaching action words such as eating, drinking, singing, jumping, etc.

8) Opposites

A word can often be defined if students know its opposite.

9) Synonyms

A word can also be defined using its synonym.

10) Translation

If the students find it hard to define the vocabulary meaning through its context, the teacher can translate the vocabulary into the student's first language.

11) Picture/flash cards

Pictures can be easily found for special vocabulary such as kitchen, clothes, car, and so on. The picture can also be pasted on to a piece of cardboard to make flash card.

12) Wall charts

This technique is valuable since they present vocabulary in a visual context, as long as they are clearly visible.

13) Word Games

They are useful for practicing and reviewing vocabulary after it has been introduced.

As stated above, the using of wall chart can be one of the many ways of presenting new vocabulary. Wall charts is one effective way to teach vocabulary to young learners. It can fit the young learners' liking by presenting the vocabulary in a visual context and putting them in a clearly visible place.

3. Concept of Wall Charts

a. Definition of Wall Charts

Haycraft states that wall chart is a large picture used for introducing new vocabulary placed next to the blackboard or on the board itself. Wall chart is also for practicing structure, drilling, elaborates dialogue (in social situation) and discussing.²⁵ While Bowen states that wall chart is large card displaying diagram or picture.²⁶

As stated by Duminy, wall charts are not designed for decoration only, but primarily to assist with the study of one or other topic.²⁷ Wall charts need to be clearly visible for all students. It will help the students to encounter the words everyday whenever they are in the classroom. By doing so, the students will memorize the vocabulary unconsciously. Doff explains that wall chart is large sheet of paper or card with writing, picture or diagrams which the teacher can

²⁵ Haycraft, J. 1978. *An Introduction to English Language Teaching*. Harlow: Longman, p.106

²⁶ Bowen, T. et. al. 1994. *The Teacher Development Series: Inside Teaching*. New Hampshire: Heinemann, p.13

²⁷ Duminy, P.A., et al. 1992. *Teaching Practice*. Cape Town: Maskew Miller Longman, p.17

either hold up for the class to see or display on the wall or blackboard used for more extended presentation or practice.²⁸ In brief, wall chart is large sheet of paper containing writing, pictures, or diagram which gives information. Wall chart can be useful to present new vocabulary in the form that suitable to the student's interest. This is an example of wall chart :



²⁸ Doff, A. 1988. Teaching English: A Training Course for Teachers. Cambridge: Cambridge University Press, p.87

b. Characteristic of Wall Charts

Wall chart is one of good technique in teaching and learning vocabulary process. According to Bowen there are some factors to select a good wall chart, as follows:²⁹

1) Appeal

The picture should capture the interest and imagination of students.

2) Relevance

The picture should be appropriate for the purpose of the lesson. It must contribute directly to the aim of lesson.

3) Recognition

The significant features of picture should meet the students' prior knowledge and cultural understanding.

4) Size

The wall charts must be large enough to be seen clearly by all students in the classroom. For pair and group work, the picture can be smaller.

5) Clarity

The relevant details must be clearly seen. The picture must have the strong outline and contrast in tone and color to avoid ambiguity.

c. Teaching Vocabulary Using Wall Charts

According Haycraft that one way of presenting of using wall charts as follows:³⁰

²⁹ Ibid, p.13

- 1) Take an area of the wall chart and identify some objects – ten at most – without writing up anything. Get students to repeat and familiarise themselves with pronunciation.
- 2) Point at the objects, and get students to tell you what they are.
- 3) Once students are familiar with the vocabulary and can pronounce it, write up the words on the board.
- 4) Point at objects again and get students to read the corresponding word from the board.
- 5) Rub out the words. Point at the objects and get students to spell them orally, or on the board.
- 6) Get the students to use the vocabulary they have learnt, to describe part of the wall charts.

So from the steps to teach wall chart above, the research conclusion that wall chart can improve the students' vocabulary mastery because in the first until last steps can help students to have new vocabulary.

d. Advantage and Disadvantage of Using Wall Charts

Teaching aids definitely have the advantages and disadvantages of each; such in the case of wall chart. As teaching aid wall chart also has advantages and disadvantages. Bowen states that wall chart suitable for pair or group work in intermediate and advance classes and unsuitable for whole class teaching because

³⁰ Haycraft, J. 1978. *An Introduction to English Language Teaching*. Harlow: Longman, p.50

it is usually complex, with printing too small to be seen by the student from their seats.³¹

According McCarthy there are some advantages of wall chart :³².

- a. Easy and inexpensive to make update.
- b. Helping the speaker proceed through the material
- c. Good for interesting with audience
- d. Conveying information

Besides the advantage that wall charts have, it also has several disadvantages instead.

There are some disadvantages of wall Charts used in teaching and learning process, they are :

- a. Unsuitable for use in large group
- b. Anxiety-provoking for facilitator with poor handwriting or poor spelling
- c. Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

So from the disadvantages above, the research get solution to anticipation of disadvantages that wall chart only use for the small group like just one class and then print out wall chart for the student understanding and make a big wall chart for students can look well and not misunderstand in teaching learning process.

³¹ Bowen T. et. al 1994. The teacher Development series: Inside Teaching. New Hampshire: Heineman, p 15

³² Nobert Schmitt and Michael McCarthy, Vocabulary : *Description, Acquisition and Pedagogy*, (New York : Cambridge University Press), p 4

e. Concept of Translation Technique

a. Definition of Translation Technique

Based on the technique used by the teacher in MTs Bandarlampung the teacher used translation technique for teaching vocabulary. In this research, it is focused on translation technique as a teaching technique that is used in control class. Translation technique as one of technique that can be used in teaching vocabulary.

Nation in Cameron listed basic technique by which teachers can explain the meanings of new words, all of which can be used in the learner classroom are demonstration or pictures, analytical definition, putting the new word in a defining context, and translating into another language.³³ It means that translation can be defined as a technique of a teaching English especially for vocabulary. This statement it also supported by Garcia, he says that the translation can also be an appropriate technique to introduce new words or even to explore the obscure nuances between terms.³⁴ Summary, it can be concluded that the translation can be classified as a technique in teaching and learning English in the class. Learning new words or what we called as vocabulary is one of english aspect skill that can be taught by using translation technique.

According Richards, translation is the process of rendering written language that was produced in one language into another language, or the target language version that results from this process. Translation in which more

³³ Lynne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press 2001), p. 85

³⁴ Roberto A Valdeon Garcia, *A New Approach to the Use of Translation in the Teaching of L2* Revista Alicantina de Estudios Ingleses Volume 8, 1995, (Universided de Oviedo, 1995), p.241

emphasis is given to overall meaning than to exact wording is known as free translation.³⁵ While according to Molina and Albir, translation technique is defined as produces to analyze and classify how translation equivalence works.³⁶ It means that we need the procedures when translate some word either in oral or written from that called as the translation technique.

The word translation it self may be defined as the replacement of textual material in one language (source language) by equivalent material in another language (target language). Larson says that the translation is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. The form from which the translation is made will be called the source language and the form into which it is to be changed will be called receptor language. It means that the translation technique should be emphasized on replacement on material type into another type by paying the equivalent changed.

Concerning the explanation above, translation technique is one of teaching technique by making a replacement language in textual material from one language (source language) into another language (target language) that emphasizes on equivalent rule.

³⁵ Richards, Jack C. and Schmidt, Richard, Dictionary of Language Teaching and Applied Linguistics,(Longman: london, 2002). p.577

³⁶ Rucia Molina and Amparo Hurtado Albir, Translation Technique revisited: a Dinamic and Functionalist Approach, Universitat Autònoma de Barcelona, Meta, XLVII, 4, 2002, (Barcelona, Spain: Universitat Autònoma de Barcelona, 2002), p.509

b. Procedure of Using Translation Technique

There are some procedures of translation technique as follow :

- a. The teacher explains about technique in learning vocabulary
- b. The teachers mentions material and explain about translation
- c. The teacher distributed the text to the students
- d. Students read and translate the text
- e. The teacher asks the students what is the text about
- f. The teacher gives the students exercise.³⁷

So from the steps of teaching English using translation technique cannot improve students' vocabulary because the steps cannot make students interest but it can make students are boring, so they can be lazy to study English especially in vocabulary.

c. Advantage and Disadvantage of Using Translation Technique

1) Advantage of Using Translation Technique

- a. Understandable for instance, if we translate an English text to language, it is much more understandable for us.
- b. Widen vocabulary, hence increasing our vocabulary indirectly.
- c. Discipline your mind, researching and discovering new words and even cultures that are in the text that they translate. As a result, we will have our own experts on translating literary text we do not have to import them.

³⁷ Sayuki Machida, A Step to using Translation to Teach A Foreign Language, Melbourne University of Melbourne,

So from the advantages of using translation technique above, the research conclusion that this technique cannot improve the students' vocabulary, because students especially in junior high school still need something to stimulation their, not just read, memorize, and write.

2) Disadvantage of Using Technique

- a. Inaccurate words, somehow, we tend to translate it into languages, but the words that we use are sometimes in accurate that it does not have in our vocabulary or is slightly different with our language.
- b. Lack of originality, we do think it will be lack of originality as we tend to change the words, thuse the meaning of the text itself is marginally or slightly different.
- c. Take time to interpret. It does take time we to interpret, learn, research and finally translate the whole text.

So from the advantage dan disadvantage of experimental class and control class, the researcher got that wall chart can make the students interest in teaching and learning than translation technique.

B. Previous Research

Based on the previous research, the result of this research there is significant difference in the vocabulary score before teaching using Wall charts and after teaching using Wall Charts. It means that teaching using Wall charts is effective in increasing vocabulary mastery. The differences between this research

and the previous research are the researcher focuses on the influence of using Wall charts towards students' vocabulary mastery. Based on the previous research that was done by Septian Maharani with title Improving students' vocabulary mastery through the Use of Wall Charts for grade 5th of SDN Parangjoro 1 Sukaharjo in the academic year of 2011/2012. The research findings showed that vocabulary mastery of most students improved after Wall Charts was used in the teaching and learning process. Because by seeing the result of the data calculation where showed that the mean of students' vocabulary score in the pre-test and post-test (64.3 to 89.1).³⁸ Another research that was done by Erlin Noviyanti Prihastuti, the effectiveness of using wall charts in increasing the ability of writing argumentation for grade X of SMA N 1 Seyegan Sleman in the Academic year of 2011/2012.³⁹ And the last research that was done by Sri Wahyuni, Improving students vocabulary mastery through the use of wall charts for grade XI of SMK Bangsri Jepara in the academic year of 2013/2014.⁴⁰

The differences between this research and the previous research are the researcher focuses on the influence of using Wall charts towards students' vocabulary mastery. While the previous research from Septian Maharani focused on the improving vocabulary mastery using wall charts. Then Erlin Noviyanti Prihastuti focused on the effectiveness of wall charts to increasing students' writing mastery. Based on the explanation above, the researcher wants to

³⁸ Septian Maharani, "Improving students' vocabulary mastery through the use of wall charts for grade 5th " (Sebelas Maret, 2012)

³⁹ Erlin Novianti Prihastuti, "The effectiveness of using wall charts in increasing the ability of writing argumentation for X grade" (Universitas Negeri Yogyakarta, 2011)

⁴⁰ Sri Wahyuni, "Improving students vocabulary mastery through the use of wall charts for XI grade" (Muria Kudus University)

conduct a research about The influence of using wall charts towards students' vocabulary mastery at the second semester of the eighth grade MTs Muhammadiyah Bandarlampung in the Academic Year of 2019/2020.

C. Frame of Thinking

Learners should understand a text with nearly 80 percent of the words by mastering about 2000 vocabulary, and increase to 88.7 percent if learner have 5000 knowledge about vocabulary, out of that number are automatically inferred able to support increased student achievement in improving English language skills.

Based on the preliminary research, it was found out that the students got difficulty when they learned vocabulary. This is because the teacher did not use effective and interesting technique to teach vocabulary. Consequently, they got bored and found difficulties to understand the lesson given by the teacher. In other hands, it can be said that they are not motivated to learn vocabulary. On the other said, they might think that the teacher was not competent and increative in teaching vocabulary.

Wall Charts is one of the visual aids that are useful in teaching vocabulary. It is more effective in teaching vocabulary because using Wall Charts makes the students easier to memorize the vocabulary by seeing the real examples of the vocabulary that are explained, and make the class more active and lively, so the student have a lot of fun doing the lesson and they does not feel bored easily. The situation is obviously different, when vocabulary is taught only explain

material. Wall Charts stimulates the mind, and is one way of encouraging creativity by involving the senses. By using Wall Charts, the students will be more interested in studying, the word will be memorable for the students.

D. Hypothesis

This research is to know whether wall charts in teaching vocabulary better than just speak up like presentation and student do not understand. To find the answer, the research should propose alternative hypothesis (H_a) and null Hypothesis (H_o) as below:

1. Alternative Hypothesis (H_a): There is a significant difference between teaching vocabulary by using wall charts and just explain material at Mts Muhammadiyah Bandarlampung in the Academic year of 2019/2020.
2. Null Hypothesis (H_o): There is no a significant difference between teaching vocabulary by using wall charts and just explain material method at Mts Muhammadiyah Bandarlampung in the Academic year of 2019/2020.

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